

Superintendent's Corner Shrewsbury students need a world class education

DR. JOSEPH M. SAWYER
SUPERINTENDENT

I use the word "need" intentionally, because if our school district is to meet its stated mission to "provide students with the skills and knowledge for the 21st century" it must provide an educational experience that prepares our youth to succeed in a world that is more complex than in any time in history and where human capital – knowledge, skill, health, and values – is more important than ever for the security and prosperity of individuals, families, communities, states, and nations.

Recently, a national strategy paper from the Pentagon indicated that our country's future success is dependent on making investment in the education and health of our youth America's number one priority. U.S. Navy Captain Wayne Porter and U.S. Marines Colonel Mark Mykleby write:

Without doubt, our greatest resource is America's young people, who will shape and execute the vision needed to take this nation forward into an uncertain future.... By investing energy, talent, and dollars now in the education and training of young Americans – the scientists, statesmen, industrialists, farmers, inventors, educators, clergy, artists, service members, and parents, of tomorrow – we are truly investing in our ability to successfully compete in, and influence, the strategic environment of the future. Our first investment priority, then, is intellectual capital and a sustainable infrastructure of education, health and social services to provide for the continuing development and growth of America's youth.

In recent times, the media, think tanks, political advocacy groups, researchers, and theorists have

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iPad Pilot Program and Get Fit Adventure

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"On the MOVE" at SHS, Foreign Language Blogging and the China Exchange



Pictured above from left-right are Sherwood Middle School grade 6 students Zyrar Guarin and Daria Serebrova working with an iPad app that assists them with learning their curriculum. See iPad story on page 2.

"Seek to do good, and you will find that happiness will run after you."

~ James Freeman Clarke

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Pictured above at the top right are second grade students in Mrs. Martel's class at Floral Street School listening to volunteer Jean Coates from the Shrewsbury Rotary Club. As part of the annual Second Grade Reading Day, Rotarians volunteer their time to read to all second grade classes in the district. Pictured on the bottom are students from Mrs. Baumann's and Mrs. Rice's classes at Spring Street School holding some of the numerous books written by April Jones Prince (at far right), author and parent who presents to students in the district about her career as a children's book writer.

Strategic priorities

JOHN SAMIA
SCHOOL COMMITTEE CHAIRPERSON

I want to update the Shrewsbury community about the exciting and exceptional work that school administration has done to develop a set of strategic priorities for our district since I last wrote about this topic in my article in the Back-to-School 2011 edition of the Shrewsbury School Journal.

In that article, I stated that the School Committee and school administration began working on the fiscal 2013 school budget immediately after Town Meeting had approved the fiscal year 2012 school budget. Several fiscal challenges had already been identified and there was collective

recognition that fiscal 2013 would be even more challenging than fiscal 2012.

In order to address these impending fiscal challenges, the school committee tasked Dr. Sawyer and his team with developing a set of strategic priorities. Our request was not for a traditional strategic plan which tends to include so many to-dos that nothing can be accomplished, but rather for a set of three to five priorities where the school district would (a) focus its time, energy and resources so that teachers and students would have what they need to succeed, and (b) be able to preserve the outstanding value that the school district provides to the Shrewsbury community.

To begin the process, school administration identified qualities of a strong strategic priority. They concluded that a strong strategic priority must be:

1. Broad enough to apply across the entire district, PreK-12;
2. High leverage, so that if executed well it will ultimately have a significant impact on student learning;
3. Motivating, so that it promotes innovation and problem solving that move the district closer to fulfilling its aspirations; and
4. Aligned with the other strategic priorities so that together they are coherent and mutually reinforcing.

Also, given the importance of this task, school administration determined that it would be crucial to not only look to the current best thinking in the fields of education and organizational management, but also



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produced innumerable books, articles, documentary films, television shows, and blog posts regarding the need for America to improve educational outcomes for its students. Of course, as with most issues, the realities are more complex than what is often reported at the surface. Take, for example, the conventional wisdom that the United States has lost substantial ground regarding educational outcomes when compared internationally. The U.S. Secretary of Education, Arne Duncan, reacted to the results from the most recent Programme for International Student Assessment (PISA) by stating, “Being average in reading and science—and below average in math—is not nearly good enough in a knowledge economy where scientific and technological literacy is so central to sustaining innovation and international competitiveness.” It is difficult to disagree with this outlook when viewing the country as a whole; however, as with many issues that are seen through a national lens, there are significant differences that make up the aggregate. The National Association of Secondary School Principals reported that when the PISA results are disaggregated by income, the U.S. ranked first in the world in schools when American schools with less than 10% poverty are compared to countries in that category, and first in schools and countries with poverty rates from 10% up to 25% (where Shrewsbury would be). Weaker results from students from schools with higher poverty rates, unsurprisingly, pushed the U.S. overall ranking to the middle of the pack.

By the measures used for national and international comparisons, one can argue that Shrewsbury already has a world class school system. For the past several years, Massachusetts public schools have been considered to be among the best in the U.S. and in the world. Nationally, Massachusetts has ranked first or tied for first in all four tests of the National Assessment of Educational Progress (Grade 4 reading and mathematics and Grade 8 reading and mathematics) for the past four years. In international comparisons on the Trends in International Mathematics and Science Study (TIMSS) exams, Massachusetts competes as its own “country” and on the most recent administration ranked second in the world in Grade 4 science, third in Grade 4 math, first in the world in Grade 8 science, and sixth in the world in Grade 8 math. Given that Shrewsbury consistently ranks among the top districts in Massachusetts on the Massachusetts Comprehensive Assessment System (MCAS) exams—often in the top 10%, and as high as the top 1%—and that Shrewsbury has achieved national recognition two years in a row from the College Board for increasing participation with very high performance in the Advanced Placement program, one can deduce that according to such measures our students are among the highest

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The non-profit Shrewsbury School Journal is published three times a year and reaches every household in the diverse and growing town of Shrewsbury. It is published by the central office of the Shrewsbury Public Schools with the help and expertise of many individuals. The mission of the Shrewsbury School Journal is to provide an accurate source of information about our school system and the town in which we live. We hope to foster a community of continuous learners.

Dr. Joseph M. Sawyer
Superintendent

Mary Beth Banios
Assistant Superintendent

Kimberlee Cantin
Project Coordinator

Student learning and iPads

MARY BETH BANIOS
ASSISTANT SUPERINTENDENT
JON GREEN
DIRECTOR OF TECHNOLOGY

Through its strategic priorities, the Shrewsbury Public Schools has articulated the importance of having all students in grades 5-12 utilize individual digital devices with the goal of improving their learning outcomes. In support of

“It is easier to find information by being able to access the Internet.”

Will Stewich - Grade 6

this priority, we have begun piloting a 1:1 environment using iPads with a group of 6th graders at Sherwood Middle School.

After reviewing the teams that applied to be part of the pilot, the students and teachers on the 6 White Team were selected to participate in this study. The pilot began in December and will run through the end of the year. After parent orientation sessions, all students on the team were issued an iPad with the intent of having this personal device be an integral part of their learning experiences. The iPad was loaded with a “starter set” of educational apps that the teachers felt would help with both student organization and instruction, with the understanding that more could be added as needs were identified and new resources become available. To facilitate communications, students were given a district-managed email account through Google Apps for Education.

This pilot’s data collection consists of conducting multiple surveys of the participating teachers, students, and parents. What we learn from this will inform our growing knowledge base around 1:1 environments providing important direction around future technology initiatives not only in the new Sherwood building, but across the district.

To date, we are receiving encouraging feedback from the pilot. Students are keeping their class notes in electronic notebooks using an app call Notability, and our teachers are organizing their professional materials into virtual notebooks as well using a service called

Evernote. These notebooks contain all the resources that have been shared and collected for a particular area of study, so students can easily access needed materials directly from their iPads. As part of their organization and study skills, students are also creating and sharing their own electronic flashcards on their iPads and using them to reinforce key information. When using these tools, teachers are reporting higher homework completion, more self-directed student behavior, and improved performance on tests.

The ability for students to demonstrate their understanding is also being enhanced through the iPads. Students can write and draw anything electronically on their iPads.

“The iPads help us stay organized.”

Jake Gorrie - Grade 6

This makes it easy for them to show their work and thinking to their teachers and classmates, either projected for the whole class to see, individually via email, or just passing the iPad around. Students are also demonstrating understandings by composing presentations using the Keynote app and using it to share their ideas. In addition, students have been

engaged in creating short how-to videos that include pictures, student writing, and the student’s recorded voice. These

“The ‘Show Me’ app helps describe our projects and we can go back to it for studying”.

Gina DiGiacomo - Grade 6

short videos, called screencasts, enable students to explain what they know on any given topic. When given more options to creatively demonstrate understanding and more opportunities to produce for an authentic audience, teachers are observing students demonstrating an increased pride in their work and a strong desire to share what they have created. Several entries from teachers describe how more reticent students are willing to share and are “finding their voice” in the classroom.

As we continue to move through the pilot experience, we are pursuing our district goal of continuously improving our learning environments and the associated strategic priority of enhancing learning through technology. In the near future, please look for additional updates regarding this project that will be shared with both the School Committee and the Shrewsbury community as a whole.



Pictured above are left to right, Matt Siqueira, Mike Soldo, Mark O’Connor, Jack Meyer, and Dawson Crouch working on constructing their own sea-floor spreading model by using the online science textbook as a reference. They completed an interactive diagram on the website and then used it to make their model.

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achieving in the nation and the world.

Additionally, Shrewsbury achieves these outstanding results in an extremely cost effective manner. Last year, the Center for American Progress, a Washington D.C. think tank, ranked U.S. school districts according to a formula measuring educational “return on investment.” Shrewsbury ranked among the top 2.8% of over 9,000 districts nationally with regard to the quality of education compared with funding provided. According to the state’s measure of per pupil spending, which takes into account all town government expenditures on the educational budget, our district’s spending is consistently among the lowest in the state.

We should all be justifiably proud of the quality of our schools’ academic performance and the value generated for what has been invested. Our school district has numerous admirable characteristics that should be preserved going forward, and much of our efforts should be focused on maintaining our strengths. However, it would be unwise, and even perhaps disastrous, to rest on our laurels and focus our energies solely on maintaining the status quo. Indeed, our district’s foundational goals

articulate the importance of continuous improvement, and in order to do so not only requires the ongoing refinement of our current approach but also the courage to try innovative approaches that hold promise for improving the education of the young people we serve.

To this end, the School Committee recently ratified a set of strategic priorities for the next five years that, if achieved, will further strengthen the quality of our schools for the benefit of our students and our community as a whole. John Samia, our School Committee Chair, writes about these in this issue, and more information on them can be found on our district’s web site. As your superintendent, I am eager to begin the effort to realize these aspirations, and I look forward to working with educators and community members over the coming years to make them a reality despite the many challenges we face during these difficult times. I believe we are at an important inflection point in American education, and that implementing our strategic priorities will provide Shrewsbury’s young people with an education that will truly prepare them for success over the next several decades. Doing so will also make our already excellent school district an exceptional one which will not only provide our community’s children with the tools necessary to live a good

life, but it will also enhance the quality of living in our town and continue to provide exceptional value to all who reside here.

The stakes are indeed high. As Thomas L. Friedman and Michael Mandelbaum write in their recent book, *That Used to Be Us: How America Fell Behind in the World It Invented and How We Can Come Back*, education is the key to individual and national prosperity:

Because of the merger of globalization and the IT revolution, raising math, science, reading, and creativity levels in American schools is the key determinant of economic growth, and economic growth is the key to national power and influence and well as individual wellbeing. In today’s hyper-connected world, the rewards for countries and individuals that can raise their educational achievement levels will be bigger than ever, while the penalties for countries and individuals that don’t will be harsher than ever. There will be no personal security without it. There will be no national security without it. That is why it is no accident that President Obama has declared that “the country that out-educates us today will out-compete us tomorrow.”

In Shrewsbury, let’s make sure our children get the world class education they need to prosper in the future. It’s in everyone’s best interest.

The “Get Fit Adventure”

PATRICIA DEGON
DIRECTOR OF FAMILY AND CONSUMER
SCIENCES AND HEALTH DEPARTMENTS

The Shrewsbury Public Schools have been awarded a Carol M. White Physical Education Program Grant from the U.S. Department of Education (US DOE). Awards are presented to implement comprehensive, integrated physical activity and nutrition programs for students. Our funding award will be distributed over the next three years at Year 1 - \$657,514, Year 2 - \$489,365, Year 3 - \$227,570 all combined to total: \$1,374,449. This is additional funding that must be used for the purposes of the grant.

Our grant project, The Get Fit Adventure will create a model program that will: 1) meet the physical activity and nutrition needs of all students; 2) offer an enjoyable experience for all students and families; 3) provide for daily physical activity and ongoing awareness of food intake; 4) teach self-management as skills for nutrition and fitness planning; and 5) emphasize knowledge and skills for a lifetime of physical activity and healthy nutrition.

“One element that is quite unique is our goal to enlist the participation of families and the community in our Family Adventures.”

Our project will help students make progress toward meeting the state standards for physical education. In addition, our goals and activities include the following: (a) fitness education and assessment to help students understand, improve, or maintain their physical well-being; (b) instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or

emotional development of every student; (c) development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle; (d) opportunities to develop positive social and cooperative skills through physical activity participation; and (e) opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.

Much has already happened after the award notification. Shrewsbury’s application was one of 76 awards from 585 applications. One of the significant requirements of the grant is to provide the US DOE with specific data reports outlined in the Government Performance and Results Act. We have identified our target population to be all students in grades 1, 4, 6, 7, and 10.

The data requirements will report the following:

- Students participating in 60 minutes of physical activity throughout each day measured with pedometers and accelerometers. The students in grades 1 and 4 will wear the pedometers for four days and the students in grades 6, 7, and 10 will wear accelerometers for seven days. The purpose of collecting this data is to record the minutes of moderate to vigorous physical activity in which your child is engaged each day.
- Students completing an online survey for a 3-Day Physical Activity Recall (3DPAR) will be completed in grades 6, 7, and 10.
- Students completing an online survey on consumption of fruits and vegetables in grades 4, 6, 7, and 10.
- Students completing the Pacer test

(a 20 meter shuttle run) during our physical education classes, which measures cardiovascular endurance. Our students are familiar with this testing because our teachers already collect pre and post test shuttle run data as part of the FITNESSGRAM assessment.

It is important to note that we developed strong partnerships with well known community based organizations including Shrewsbury Youth and Family Services, Shrewsbury Parks and Recreation, Dr. Christina Scirica from Massachusetts General Hospital and the LUK agency.

One element that is quite unique is our goal to enlist the participation of families and the community in our Family Adventures. We anticipate offering up to three family adventures each grant period at each building. Our first town wide Family Adventure is planned for Thursday, February 9, 2012 at Shrewsbury High School. This event will be conducted in partnership with the American Heart Association. We are planning a Jump Rope for Heart evening that ties in heart health, cardio-vascular health, moderate to vigorous physical activity and FUN.

The improvements we are about to implement are possible due in large part to an already strong base of dedicated teachers and staff with high standards for themselves and our students. None of this would be possible if it were not for the great work done each day by Physical Education, Health, Family and Consumer Science teachers and our Food Service staff. The initiative clearly matches with our new strategic plan and it will have lasting benefits for the health and wellbeing of our students and our community.

We invite and encourage everyone to join us in The Get Fit Adventure!

Strategic Priorities

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to ask stakeholders what they believed were the most important priorities for our district. The following process was used to gather feedback from stakeholders:

- The various combinations of district leadership structure met multiple times to discuss strategic priorities, beginning in August.
- An online survey was conducted in which approximately 440 individuals responded to the survey, including staff members, parents, high school students, community members, business people and public officials.
- A public forum was conducted on October 19 at Oak Middle School.
- Dr. Sawyer met separately with student groups, PTO presidents, the Faculty Advisory Council and Coordinating Council to listen to their perspectives regarding priorities.
- The School Committee hosted two panel discussions: one with admissions officers from various local colleges, and one with local business leaders. These discussions centered on what kind of preparation students would need for success in post-secondary education and in the workplace.

Incorporating findings from stakeholders and best practices in the fields of education and organizational management, school administration recommended to the school committee that the following strategic priorities and five year goals be adopted (they are in no particular order):

Increase Value to the Community

- Continue our school district’s reputation for excellence.
- Provide the personnel, resources, and infrastructure needed to ensure the quality of education necessary for our students to meet the challenges of the 21st century.
- Serve community needs through volunteerism.

Five Year Goals

A) Continue to achieve results that consistently place Shrewsbury among top performing school districts.

B) Prepare students to be successful with the next generation of assessments that will measure 21st century skills.

C) Raise \$2.5 million in new, supplemental funding through a capital campaign, competitive grants, and/or sponsorships.

D) Provide 50,000 hours of student community service.

Engage & Challenge All Students

- Ensure that all students participate in rigorous learning experiences that require the application of knowledge and skills, with an emphasis on writing across all content areas.
- Empower students to meet future college, military, and workplace demands in a globally connected environment by building proficiency at the 21st century skills of communication, critical thinking, collaboration, and creativity.

Five Year Goals

A) All students will participate in learning projects that require real world problem solving with clear benchmarks for proficiency.

B) Full implementation of the Shrewsbury Writing Project to ensure students achieve high levels of proficiency in written communication across all content areas.

C) All educators will participate in collaborative professional development in teaching 21st century skills and successfully apply this in the classroom.

D) 90% of students, parents, and educators will agree that student learning experiences are engaging and that stu-

“Changing the Conversation”

A culture shift at Oak Middle School

KRISTEN MINIO
GRADE 7 ADJUSTMENT COUNSELOR,
OAK MIDDLE SCHOOL

Every once in a while, something comes along that is so powerful that it can literally shift your focus and change the nature of the work that you do. In the spring of 2011, fifty girls from Oak Middle School had the opportunity (courtesy of the United Way of Central Massachusetts) to attend a presentation where the guest speaker was nationally renowned author Rachel Simmons, author of the book “Odd Girl Out”. So powerful was the content of Rachel’s speech that upon returning to Oak, both the students and staff that attended the conference came away with a renewed sense of hope and (unbeknownst to them) a mission to improve the culture of the school with one small shift. The particular piece that stood out and made her speech unique was that she provided the girls with a toolkit to create positive behavior change. In essence, instead of telling the girls, “Don’t do this...”, she would say, “Do this instead...”

We opened a new school year and started to reflect on the possibilities for change in our own school culture by making one small shift in our perspective: change the conversation to focus on the positive instead of the negative in the words we use with each other and in the ways we demonstrate kindness and mutual respect.

Each time we make one small shift, we are making a choice. That one simple

choice can make a huge difference in someone else’s life. Posing the question, “What would happen if we just changed the conversation?” An idea was born on a piece of scrap paper over lunch.

Shifting the Focus

Engaging middle school students can be a challenge even when the topic is of interest to them. Engaging them in a dialogue around bullying is even more

“Something shifts in them when we tap into students’ natural tendencies: their tendency toward being a helper, a desire to connect to something positive in their life, or to share what makes them individual and unique.”

difficult. As one student put it, “As soon as I hear the word ‘bullying’, I just tune the rest of the conversation out.” But when you start to ask students questions like, “Who is in your life that you can count on, no matter what?” or, “Who makes a difference in your world”, a different conversation occurs. Something shifts in them when we tap into students’ natural tendencies: their tendency toward being a helper, a desire to connect to something positive in their life, or to share what makes them individual and unique. It’s like a light comes on inside them and suddenly they are available for the conversation.

A New Conversation

Three initiatives are taking place at Oak Middle School this year aimed at providing students with tools to create

positive changes that will help them to become better people. Each aspect of the initiative has the goal of helping students with connecting to something positive, sharing their uniqueness, and forming connections with staff and with their peers to build a positive school culture.

The first of these events, “Making a Difference”, took place on January 12, 2012 during school hours. All male faculty and students at Oak watched the documentary “A Small Act” and clips from the movie “The Blind Side” and “Pay it Forward”. These movies were used as a way to build understanding about how even one small act can change the trajectory of a person’s life. After the movie and clips were shown, the boys then moved into breakout groups. The groups were guided discussions, facilitated by male staff. Later that evening a presentation on what it means to ‘Make a Difference’, through your own character, in your school community, the larger community, and through contributions to the global community was given by motivational speaker Paul Phillips.

The second event will take place on Monday, January 30, 2012. All female faculty and students will watch the documentary film “Finding Kind”. After the screening, the girls will transition into breakout groups for further processing and to deepen their understanding of the overarching themes of the movie. Breakout groups will be led by staff and girls from the University of Connecticut sorority Delta Zeta. That same evening,

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Strategic Priorities

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dents participate in appropriately challenging coursework that meets their needs.

Enhance Learning through Technology

- Provide staff and students access to the technology needed to strengthen teaching and learning in ways that are not possible with traditional tools in order to help students master 21st century skills.
- Utilize technology to provide better access to information and interactive media, a wide range of assessment and feedback tools, and the ability to make learning connections locally, nationally, and globally.
- Promote innovative uses of technology that advance the district’s educational and operational goals and monitor new approaches for equity, efficiency, and effectiveness.
- Educate students to use technology productively and responsibly.

Five Year Goals

- A) All Preschool – Grade 4 core classrooms will employ interactive technology daily to improve learning.
- B) All students in Grades 5-12 will utilize individual digital devices daily to improve learning.
- C) All educators will participate in collaborative professional development in the use of educational technology and successfully apply this in the classroom.
- D) Deploy technology tools and utilize digital content to enhance learning, communication, and customer service for students, staff, parents, and community members.

Promote Health & Wellbeing

- Reinforce respectful, positive school cultures in order to empower members to act with kindness, empathy, and compassion.
- Communicate and model the importance of proper nutrition, exercise, and healthy living habits.
- Ensure a systematic response to students who are struggling with social, emotional, and/or mental health issues.

Five Year Goals

- A) 90% of students, parents, and educators will agree that their schools’ social and emotional cultures are healthy.
- B) 75% of students will participate in at least sixty minutes of physical activity each day (both during and outside of school).
- C) Develop a comprehensive approach to support students experiencing significant social, emotional, and/or mental health issues.

It is important to recognize that no strategic priority, or any of the five year goals that accompany them, are considered more important than another. Instead, they are to be seen as complementary. Also, the purpose of these priorities and goals is to establish the what and the why for the next five years, but not the how. In other words, this is an attempt to articulate a vision for what our schools should collectively aspire to provide to our students, not a blueprint for how to get there—that will be the work to be done over the next five years.

The School Committee enthusiastically adopted these strategic priorities at our December 14th meeting, concurring with school administration that not only is each strategic priority broad, high leverage, motivating and aligned with the other strategic priorities so that together they are coherent and mutually reinforcing, but also that collectively, they are the strategic priorities that the district should be spending its time, energy and resources on over the next five years.

While implementing these strategic priorities in a time of such economic uncertainty will be challenging and require hard work, adequate resources and innovative approaches to meet them, I am committed to making them a reality. I truly believe that successful implementation of these strategic priorities will not only result in students receiving a world class education, but also make an already excellent school district into an exceptional one. I look forward to keeping you posted regularly on our progress.

On the MOVE at SHS

CATHY LAROCHE
SPECIAL EDUCATION DIRECTOR
SHREWSBURY HIGH SCHOOL

Every day at 11:45, a bus pulls up to Shrewsbury High School and twelve students emerge from the building, ending their “school day” and beginning the vocational portion of their day. They are transported to one of two job sites in Marlborough – The Courtyard Marriott or the Best Western. Upon arrival, the students change into their uniforms and quickly report to the kitchen for the day’s assignments.

At the job site, the students work alongside hotel and kitchen staff and are supervised by staff from the high school. They get their assignments from the head chef at their respective hotel. Their work often involves food prep of some sort, although on some days students are involved in setting up or cleaning up one of the restaurants or function halls. No matter what the day’s assignment, though, they are assured of learning some important job related skills that they will draw on in their future. The students are selected for the MOVE program in order to benefit from vocational training that will help them boost their prospects for future jobs.

In past years, The MOVE (Mobile On-Site Vocational Education) Program had two signature events: designing and building a

large Gingerbread House and planning for and hosting an end-of-year banquet. Over the years, the Gingerbread House project has been a favorite of the students and every year the end result is more and more elaborate. The students take great pride in their design. This year’s house was on display at Shrewsbury High School throughout the month of December, and boasted a skating rink, a train, and working lights strung on the house.

Another signature event of the program is the MOVE Banquet, which is held each spring and is an opportunity for the students to plan and host a luncheon for some of their teachers, the school administration and their parents. They do all of the set-up for the luncheon, prepare all of the food, and serve the luncheon at the Courtyard Marriott Hotel. They work under the direction of Head Chef Prachniak and Executive Manager, Mary Simone.

This year, The MOVE Program has taken on some new initiatives, which allow them to show off their culinary skills to new audiences. First, through the generosity of The Courtyard Marriott, the students are now

preparing and serving snacks to the faculty prior to each S.H.S. faculty meeting. Also, students “catered” an event to recognize and honor a very special group of volunteers at the high school, our Senior Greeters.

Students in The MOVE Program gain the confidence that comes from a job well done. They learn to independently apply skills that they have learned on the job site, while working as part of a team. They increase their communication skills and have gained the respect of their colleagues on the job site.

The MOVE Program is offered through the Special Education Department at Shrewsbury High School, and works in collaboration with our business partners at The Courtyard Marriott and The Best Western. We are delighted at the opportunities that our students have received through participation in the program and our partnership with these two businesses!



Pictured above are left to right, Ms. Barbara O’Connor, Science Teacher; Mr. Lee Diamantopoulos, Guidance Counselor and MOVE students Jason Freilich and Alycia Bouffard.



Pictured at left standing next to their giant gingerbread project are MOVE students from left - right standing: George Hayes, Melissa Beauregard, Jason Freilich, Peter Mong, Nara Ton, Sam Belinsky, Matthew Roy, Alycia Bouffard, and George Carlos; kneeling in front left - right are: Jillian Coleman, Dolapo Balogun, and Jeffrey Harrington.

District recognizes staff at reception

THOMAS M. KENNEDY
DIRECTOR OF HUMAN RESOURCES

On Monday, October 17 twenty-six educators from the district were recognized for their recent attainment of Professional Status with the Shrewsbury Public Schools. Professional status is awarded to teachers who have demonstrated excellence to the Shrewsbury Public Schools through their work and commitment to students. Under state law an educator receives professional status after having completed three successful years of employment. In Shrewsbury, attaining this status is considered to be a significant accomplishment due to the rigorous hiring and supervision/evaluation program during the probationary period. Most years principals, directors, and central office administrators make difficult, but necessary, decisions not to renew the contract of a small number of educators. These decisions are part of what makes the Shrewsbury Public Schools a high performing school district. While professional status is universal in all public schools in Massachusetts, the Shrewsbury Public Schools is among a small group of districts in the state that recognize this important achievement through a formal reception. This year’s reception was held at Cyprian Keyes Golf Club in Boylston. A special “thank you” is extended

to the district’s PTO groups and the Shrewsbury Education Association, who join the School Department as co-sponsors of the event. Each person receiving professional status was individually recognized and received a small gift to remember the occasion. The reception was well attended as over sixty people, including building principals, assistant principals, department directors, central office administrators, the entire School Committee, and PTO representatives from the schools joined the honorees and their personal guests. The event included a formal recognition program along with an opportunity for the attendees to enjoy the company of one another and sample a variety of delicious hors d’oeuvres. We also thank Danielson Florists in Shrewsbury for graciously supplying the floral centerpiece for each table. The staff recognized this year, along with their teaching area, are:

- Shrewsbury High School:**
Foreign Language: *Robert Arnold, France Murphy*
Math: *Peter Collins, Denise Fair*
Guidance: *Susan Eriole*
Social Sciences: *Matthew Brown*
English: *Dayna Brown*
Art: *Brooke Butler*
Science/Tech Ed: *Paul Wood*
Special Education: *Patrick O’Connor*
Oak Middle School:
ESL: *Mary Ellen Beaton*

- Math: *Courtney Mulcahy, Kathleen Murphy*
Science: *Jessica Crosby*
English: *Anna Poteete, Laina Pruett*
Sherwood Middle School:
ELA/SS: *Suzie Polechronis, Susan Andrews*
Special Education: *Meghan DeLeon*
Foreign Language: *Heather Leger*
Floral Street School:
Special Education: *Suzanne Margiano*
Spring Street School:
Special Education: *Daryl Rynning*
Grade 3: *Shannon Tougher*
Beal Early Childhood Center
Special Education: *Janet Murphy*
Coolidge School:
ESL: *Kitty Raymond*
Grade 1: *Anne Shepard*

Although administrators are not eligible for professional status, the following individuals were recognized for their dedication and commitment to the district as they complete three years of quality work in their leadership position. Director of Special Education: *Melissa Maguire*
Director of English as a Second Language: *Kathleen Lange-Madden*
Middle School English Language Arts Curriculum Coordinator: *Lisa Daly*
Oak Middle School Assistant Principal: *Anne Wentzell*

Community partnerships for health

MELISSA MAGUIRE
DIRECTOR OF PUPIL
PERSONNEL SERVICES

Shrewsbury Public Schools provides a wide range of clinical services to both students and families across the district. These services have expanded significantly over the past four years due to the increase in behavioral challenges and mental health challenges.

Shrewsbury has a history of providing excellent programs and services to students on the Autism Spectrum that includes behavioral support and programs designed by highly qualified teachers with extensive experience working with children on the Spectrum. Often times these staff are providing support outside of their program to ensure students who are

“Shrewsbury has become a leader relative to providing clinical supports to students and families and more importantly partnering with community providers to expand and enhance services available to our families.”

struggling with mental health issues receive the necessary support.

It became very clear that there were significant behavioral and emotional challenges students faced outside of the programs offered to students on the Autism Spectrum and further clinical supports were required to meet these needs. In 2008 a Clinical Coordinator was hired to provide clinical support to the nine schools. The Clinical Coordinator is a certified special education teacher and is a Board Certified Behavior Analyst. This position has been instrumental in the decline of out of district placements for students who present with significant challenging behaviors. Another area of great concern

is the rise and severity of mental health issues students present. Psychiatric disabilities cannot be addressed with behavioral programming, but instead need a sophisticated approach to treatment. In 2010, the district contracted with a Child and Adolescent Psychiatrist to work in conjunction with the Clinical Coordinator to address these clinical challenges.

Shrewsbury has become a leader relative to providing clinical supports to students and families and more importantly partnering with community providers to expand and enhance services available to our families. Currently Shrewsbury collaborates with the following agencies and services in addition to our clinical programming and psychiatric consultation:

Shrewsbury Youth and Family Services (SYFS): Shrewsbury Public Schools has had an ongoing, multi-faceted, effective, and beneficial working relationship with SYFS. Under the leadership of Jeff Chin, the agency continues to assess the needs of our students and families and works diligently to develop programs and services to meet the ever-changing needs of our families. Some examples of the programs and services offered include: School Based Counselors; TheraPM group at Shrewsbury High School; parent workshop series; Special Education Parent Advisory Council – workshops; BOA (“Breathing Out Anger/Anxiety”); anti-bullying program at Sherwood Middle School; T.R.A.I.L. BLAZERS Youth Leadership Institute at Shrewsbury High School; You Go, Girl! summer group for pre-teens; You Go, Girl! afterschool group; outpatient counseling services; and Health Advisory Council (H.A.C.) participation / membership.

Shrewsbury Youth and Family Services is currently collaborating with Shrewsbury Public Schools on the following projects: Partnership For Healthy Pathways (PHP)

coalition, a multi-town service program; family assessments for cases that are challenging to engage; various support groups: (Children of Divorce, Girls Stress Reduction Group (“Simply Relax”), P.U.L.S.E. 4 Girls, Sibling Rivalry Group, etc.).

SYFS has committed to continuing the development of youth leadership

“Shrewsbury Public Schools will continue to assess and address the wide range of clinical services to both students and families across the district. The district will persist in its efforts.”

programs as well as services to the families of Shrewsbury.

UMass Child Psychiatry Fellows: Shrewsbury has entered into a partnership with the UMass Medical School Psychiatry Department to host the Child Psychiatry Fellows. Each fellow completes a six-month rotation across the district. They are scheduled to visit classrooms weekly for a four-hour block of time in each school building. They are mainly observing classroom behaviors of both typical children and children with disabilities. In addition, once a month they meet with the districts consulting psychiatrist and clinical coordinator to review cases. They are able to provide feedback and recommendations to teachers when asked.

Jewish Family Services Worcester (JFS): The Shrewsbury Public Schools and JFS Worcester have entered into an agreement to collaborate in developing specific planning for “School Based Consultation to Improve Social/Emotional Skills.” The goal of this collaboration is to design and implement strategies that teach social and emotional skills to children who are struggling academically and behaviorally.

CONTINUED, see page 7

Sounds good

CAROL VIRZI
TEACHER, SHERWOOD MIDDLE SCHOOL

During the 2011-2012 academic year, Sherwood administration and staff created a new organization dedicated to community service. SMS named this group the Sherwood Student Voice. The Student Voice was opened to all students and faculty who wanted to improve their school and local community. The creation and workings of this organization fell under a larger school initiative of character education. Currently, over 200 students are participating in the Student Voice, and more than 30 teachers are volunteering to co-lead these crews. Listed below are the eight “crews” that were established. Sherwood looks forward to the many beneficial projects coordinated by this organization and the expansion of the Student Voice in the Shrewsbury local community.

Health & Wellness Crew

Offers monthly Healthy Living newsletters and organizes a whole school wellness event, or a run/walk/hike.

Senior Outreach Crew

Greets our Senior Volunteers and coordinates a whole-school social event for the senior community.

Green Squad Crew

Coordinates recycling, gardening, and/or composting “green” programs in coordination with Scouts and community.

Empties paper/plastic SMS recycling

Cares for school-wide plants

Community Outreach Crew

Organizes a school-wide fundraiser for the current school year to benefit the local community.

Works with NEADS and Relay for Life events if any assistance is necessary.

Hospitality Crew

Creates monthly bulletin board displaying the “Value of the Month.”

Re-fills paper at the printers/copiers

Tidies/organizes SMS lost & found area

Prepares hello-goodbye gifts

Anti-bullying Crew

Greets students during arrival in hallways

Presents anti-bullying information and strategies to raise awareness and find solutions.

Community Meeting Crew

Emcee’s Community Meetings for grade-level in coordination with music offerings.

Social Events Crew

Organizes school-wide social events (dance, movie night, etc.)

News from the Art Department

The following students participated in the 2011 High School Art Competition at Anna Maria College. Works submitted were in the categories of Drawing, Photography, and Printmaking.

Grade 12 Submissions:

Photography

Kate Binder, Kraig Hansen, Kayla Kirk, Adrianna Rothera, Kelsey Schoenig, Deanna Tonelli

Printmaking

Matthew Doskas, Catherine Linh

Grade 11 Submissions:

Photography

Megan Horan

Printmaking

Juli Sontgerath, Filia Van Dessel

White Charcoal Drawing

Sarah Russell

Congratulations to Deanna Tonelli for receiving 2nd Place in the category of Photography and Sarah Russell for receiving an Honorable Mention in the category of Drawing. Student work was on display in the gallery at Anna Maria College from November 7th - 18th.



Pictured above is Deanna Tonelli’s 2nd Place entry in the Photography category.



Pictured below is Sarah Russell’s Honorable Mention entry in the Drawing Category.

Foreign language blogs at SMS

HEATHER LEGER
FOREIGN LANGUAGE TEACHER

Understanding the importance of technology and 21st century skills, the Foreign Language teachers at

Sherwood Middle School (Yeh Laoshi, Madame Leger, and Señora Anderson) have created and implemented language specific blogs over the past two or more years to help students to study and practice foreign language at home. Sixth grader Katharine

Bower sums up how most students feel about the benefits of the blog: “I personally love the blog. It has fun, interesting facts and offers review. I can go on the blog and play a game, which is really fun and a better way for me to study. You can watch videos to help with pronunciation or do other more hands-on activities or games. The blog really lets you learn in a different style and varieties.”

Several other students also shared their opinions of the blog, which provides enrichment as well as review and practice.

• “You can go on the blog and check homework. It’s a great review before quizzes.”

– Billy Yang

• “The video posts give insight into Chinese culture which brings the language to a whole new level.”

– Maya McCollum



Pictured above reading the blog are left to right - Kara Simpson, Brenna Brodeur, Adam Banat, Laurel LaChance, Charles Bray, Leah Bell, and Sryjana Tammiseti.

CONTINUED, see page 7

Music to our ears

Once again, Shrewsbury High School was proudly represented by a substantial number of students accepted to the Massachusetts Central District Music Festival! Thirty-four students were accepted for this honor, and 19 of those who were accepted have also been recommended for All State auditions. They presented a concert on January 14th at Mechanics Hall.

(*Represents All State Recommendation)

Band:	
*Dhanya Kumar	Clarinet
*Zheyuan Li	Clarinet
Felix Chen	Clarinet
Alyssa Knight	Bass Clarinet
*Vivian Fang	Flute
Kathy Bi	Flute
*Jennifer Tylock	French Horn
<i>(Will be playing in orchestra)</i>	
Grant Przybyleck	French Horn
James Carlson	Trombone
Jazz Band:	
*Christopher Huck	Trumpet
*Sean Heinze	Tenor Sax
Chorus:	
*Julia Imbalzano	Alto
*Michaela Hummer	Alto
*Katerina Vujic	Alto
*Justine Eisenberg	Alto
*Nick Silverio	Bass
*Nick Huang	Bass
Sean Hevey	Bass
Adam Proch	Bass
*Nathan Kessel	Bass
*Matthew Beckstrom	Bass
*Briana Huie	Soprano
*Lotem Nativ	Soprano
*Abigail May	Soprano
Haley Lapomardo	Soprano
*David Audet Jr.	Tenor
Ryan Beals	Tenor
Brandon Esteves	Tenor

Orchestra:	
Jaeyoung Lee	Cello
Monica Chen	Cello
Luke Morrissey	Cello
*Rochelle Heinze	Viola
Nicholas Mroz	Viola
Olivia Huynh	Violin

National Recognition
Congratulations to Ms. Bonnie Narcisi and Mr. Michael Lapomardo who were recently featured on the cover of American Choral Director Magazine. To see the cover and read the article please use this link: <http://www.choraldirectormag.com/current-issue>



Pictured above are the two students chosen for the District Jazz Band - top row far left is Chris Huck on trumpet and bottom row far right is Sean Heinze on sax.

China Exchange Program

CAROLINE SULLIVAN
SHS JUNIOR

Since 2005, Shrewsbury students have been learning Mandarin Chinese. Over the past few years their language studies have been enhanced through the foreign exchange program with Dongzhimen High School in Beijing, China. In April of 2010, ten Shrewsbury students and two teachers visited China, and this past fall, four Chinese students and four teachers visited America. The exchange program has provided a hands-on learning experience that has helped to develop international friendships.

When Shrewsbury students visited China they stayed with host families. This opportunity allowed them to become fully immersed in the Chinese culture. The students attended Beijing’s Dongzhimen High School each morning and visited several historical sites in the afternoon. The Great Wall, Summer Palace, and the Capital Museum were just a few of the favorite landmarks. The students all agreed that they had an experience of a lifetime. Most of the families who opened their homes to us were multi-generation families. In my host family, the grandfather made it his personal goal to improve my Chinese while I was there by quizzing me periodically throughout the day on different Chinese words that he would teach me. I never wanted to let him down, so I would make sure I was

prepared for my nightly quiz. Each of us noticed the outstanding generosity of every family we met. While there, we were treated to wonderful meals, acrobat shows and beautiful gifts. At school, every teacher and class made us feel like celebrities. Everyone wanted to hear about our culture and wanted us to know everything about theirs, as well.

In early October the exchange was reversed and Shrewsbury students had the opportunity to host Chinese

Later in the week, the students went to Boston where they had lunch with State Representative Matt Beaton, had a tour of Harvard University and went on a Duck Tour. In the four short days that they were here, we also managed to fit in apple picking, cookouts, bowling, ice cream, and shopping at the Wrentham outlets. On the last night, we had a farewell dinner for our Chinese friends, where we talked and reminisced about the different experiences and cultural traditions we were able to share with one another.

The exchange program has helped strengthen the language studies of all the students involved. I know that several of us plan to continue with our Chinese studies in college and beyond. While Shrewsbury students’ families funded the travel to China and graciously hosted our guests from Beijing, much of the cost of this program was supported by a generous anonymous donor.

This opportunity would not have been possible without all the work by Xin Xin, the Mandarin teacher at Shrewsbury High School, and Jean Brunell, a Family Consumer Science teacher who served as the high school coordinator of the exchange. They both did a terrific job organizing every step of the program from start to finish.



Pictured above is a gathering of SHS exchange students when they visited the Great Wall. From left to right are: Alexandra Chan, Wesley Edlinger, Spencer Barr, Julie Manning, Brittany Walista, Kiery Fisher, Kayla Mulcahy, Jonathan Pouliot, Eric Williams and Caroline Sullivan.

visitors. The Spirit of Shrewsbury Parade took place on the day of their arrival, conveniently allowing us to share with them a Shrewsbury tradition. The guests also had the chance to attend classes at Shrewsbury High School. They were surprised by how freely students and faculty interacted. They commented that American children seemed happier and had better relationships with their teachers.

What’s happening - Save the date

February/March Fun Events

Beal Early Childhood Center
Family Math Night
February 7, 2012
6:30 - 8:30PM

Calvin Coolidge School
Spring Fling
March 30, 2012
5:30PM

Floral Street School
Literacy Night
March 30, 2012
5:00 - 9:00PM

Walter J. Paton School
Family Breakfast
March 31, 2012
Time: TBA

Spring Street School
Harriet Tubman Presentation
February 2, 2012
9:30AM & 10:00AM

Sherwood Middle School
Variety Show
February 3, 2012
7:00PM - 9:00PM
Oak Auditorium

Oak Middle School
Finding Kind – Evening Forum
January 30, 2012
7:00PM

Shrewsbury High School
**Family Adventure Night:
Jump roping for Healthy Hearts**
Open to all Shrewsbury families
February 9, 2012
6 - 7:30PM
Shrewsbury High School Gymnasium

MCAS Testing Dates for Spring 2012

Elementary and Sherwood Middle School

ELA Testing Schedule:
Grade 3 - March 21/22
Grade 4 - March 27/28
Grade 4 - Long Comp March 20
(make up date March 29)
Grade 5 - March 21/ 22
Grade 6 - March 26/ 27

ELA Make-up testing dates -
March 23rd, 28th, 30th and April 2nd for make-ups.

Mathematics Testing Schedule:
Grade 3 - May 8 / 9
Grade 4 - May 15 /16

Grade 5 - May 7/8
Grade 6 - May 9/10

MCAS- Alt for SPED students submission date is May 5

Science Testing Schedule (Grade 5 only):
May 16/17

Make-up testing dates will be determined closer to the testing windows.

Oak Middle School ELA Testing Schedule:
Grade 7 - March 26/27
Grade 8 - March 21/22
Grade 7 Writing - March 20

Mathematics Testing Schedule:
Grade 7 - May 7/8
Grade 8 - May 9/10

Science Testing Schedule:
Grade 8 - May 16/17

Shrewsbury High School

ELA Testing Schedule:
Grade 10 - March 20-22

Mathematics Testing Schedule:
Grade 10 - May 15/16

Science Testing Schedule:
Grade 9 - June 5/6

Enriching the community through art

LIN ASTILL & FILIA VAN DESSEL
NAHS CO-PRESIDENTS



The 2011-2012 chapter of the National Art Honor Society (NAHS) at Shrewsbury High School is dedicated to enriching the community through art-related community service projects, building relationships among students who share an interest in art, and using their creative powers to enhance the world in which we live.

During the summer in late August, NAHS participated in the first annual Shrewsbury Artist Guild's Art Fair at Dean Park where the members face-painted and dis-

played their artwork. In early October, the group once again offered up its face painting services at the Spirit of Shrewsbury. These two activities allowed students to showcase their artistic skills and interact with little children to paint smiles on their faces (literally).

To unite all of the faculty at Shrewsbury High School, the NAHS hosted the school's Third Annual Pumpkin Contest where de-

"The National Art members are eager to engage in artistic activities with different age groups."

partments designed pumpkins and individuals voted for the best one. Recently, Mr. Todd Bazydlo, the Shrewsbury High School principal, allowed NAHS members to conduct a window-painting project to brighten up the halls of the school. We also applied for a grant through the Shrewsbury High School Alumni Association, in which the society was a recipient of a \$200.00. The grant funding enables the NAHS to purchase art supplies for "Artistic Pursuits - Giving Back to the Community," a community service project that engages students in grades 1-8 and senior citizens in a series of workshops taught by NAHS

members. We hope to begin offering workshops this winter and to continue them throughout the year. The NAHS members are eager to engage in artistic activities with different age groups.

Additionally, the group is collaborating with 'Andy's Attic', a non-profit organization that provides clothing to disadvantaged high school teens around the Shrewsbury area. NAHS has painted posters to decorate the Andy's Attic warehouse.

Looking ahead, the chapter will once again participate in the 'Memory Project' (www.memoryproject.org/). After receiving photos of orphans from third-world countries, each member paints a portrait to be sent back to the children. This project is a highlight on the NAHS calendar, as students love to see their artwork being cherished by the children who also smile upon receiving them. Last year, the society completed an astounding forty-four portraits that were sent to children in Indonesia. Members hope to repeat their success for the new school year.

As the 2011-2012 school year continues, National Art Honor Society hopes to continue to enliven the school, local, and international communities by using their art to better the world.

"Changing the Conversation"

CONTINUED from page 3

we will have a second showing of the film "Finding Kind" at 7 pm in the Oak Middle School auditorium, which will be open to the public. The ticket price will be \$5.00 for adults and can be purchased through the "Finding Kind" website at (<http://findingkind.indieflix.com>) Students will not be charged. Mothers are encouraged to attend the film with their daughters for a "Girls Night Out". Following the movie, there will be a panel discussion with school leaders, parents, and community members to raise awareness around the issues of bullying and to deepen understanding of the movie's themes.

The third component of this initiative is an extension project where students are challenged to take a closer look at the people in their lives. The Faces of Kind and Making a Difference project is again gender specific, with girls focusing those people in their life who embody the characteristics that they would like to emulate. The boys are asked to think about the people in their life that make positive contributions to the world around them. Students from each grade level interdisciplinary team are asked to "sponsor a month" and create a gallery walk. Students who participate will create a poster of someone in their life who either embodies kindness or has made a difference in their life. Students will then write a six-word story to accompany the picture, essentially telling that person's untold story of the impact that they have had on the lives of others. Posters will be put up in the main hallway in the vicinity of the office. Once a team's month is over, their photos will be uploaded to the school website as part of an online gallery walk that will continue to grow as we move through the months of school and more teams participate in this activity. The posters are a visual reminder that kindness or the ability to make a difference exists in all of us if we simply choose to embrace it.

By investing more time and energy into the kinds of conversations that tap into students internal spark, we provide opportunity for them to continually re-connect to the positive, enhance their ability to find their unique place in the world, and connect with conversations that remind them that every choice made has value. Each person has an opportunity to create positive change in the world around him or her. We hope that all three initiatives at Oak Middle School will be powerful experiences that create many opportunities for individual growth as well as a cultural shift that makes Oak Middle School a place that has found and embraced kindness. More information on these events can be found on the Oak Middle School website and Facebook page.

Foreign language blogs at SMS

CONTINUED, from page 5

The blog is also an extension of the classroom, especially if a student has been absent or is in need of extra help.

- *"This blog has been extremely helpful to me during the course of the year so far. It has helped me tackle all the tough concepts we must learn and when I get tested it makes me confident that I'm doing well every time."*
- Serena Desai

Furthermore, students can work at their own pace outside of the classroom and have an additional avenue for feedback.

- *"I can work on French even if I am not in school. I can spend as long*

as I want on the blog without having to stop and go to a different class or place. The computer is helpful with French because you can listen to the words many times unlike in class where you can only hear it a certain amount of times."
- Laurel Lachance

The blog offers activities embedded in authentic materials which help students improve their listening, reading, speaking, and writing skills.

- *"We have learned many different words and phrases faster because we are able to play online games, look*

at online charts and watch intriguing videos."
- Jasmine Duerk

- *"I like recording our voices because we can tell what we sound like and how we can improve and what we are doing wrong."*
- Conall Persechino

Both students and teachers agree that classroom instruction enhanced by the class blogs have been very successful in motivating students to be independent learners.

Community partnerships for health

CONTINUED, from page 5

These services involve classroom observations and consultations by JFS Worcester child clinicians with Shrewsbury Public School teachers, administrators and parents.

The services target specific children identified by school personnel, as well as classroom based strategies that are beneficial to all children in the classroom. This model of prevention/intervention is based on an evidence-based model called Positive Behavior Support (PBS). PBS is a prevention model that strives to implement specific strategies within the classroom as a means of reducing and preventing challenging behaviors. This partnership is fully

funded through a grant obtained by Jewish Family Services.

Family Success Partnership (FSP): The Family Success Partnership, through the Assabet Valley Collaborative, is a family centered program that expands the mutual capacity of schools, state agencies and programs, human service agencies, and community-based resources to provide a flexible, comprehensive and accessible system of services to children with mental health needs that are beyond the scope of the school, but do not meet traditional eligibility requirements for state agency support.

FSP utilizes a wraparound model to serve at-risk students and their families

whose challenges prevent success and well-being in school. FSP is a grant-funded program supported by the Robert Wood Johnson Foundation, Metrowest Community Health Care Foundation, Sudbury Foundation, and the C.F. Adams Charitable Trust.

Shrewsbury Public Schools will continue to assess and address the wide range of clinical services to both students and families across the district. The district will persist in its efforts to address the social and emotional challenges students face to ensure they have successful and meaningful learning opportunities.

Shrewsbury Public Schools notice of non-discrimination

The Shrewsbury Public Schools is required by the Massachusetts Department of Education to publish an annual statement of non-discrimination. This notice serves to meet that requirement. The Massachusetts Equal Educational Opportunity statute, General Laws Chapter 76 & 5, ensures that all students have the right to equal educational opportunities in the public schools. The Shrewsbury Public School District is committed to ensuring equal educational opportunities for all students, and does not discriminate on the basis of race, color, sex, religion, national origin, sexual orientation or disability. The Shrewsbury Public Schools is in compliance with all state and federal laws prohibiting discrimination and harassment. The complete Statement of Non-discrimination can be obtained by contacting the Superintendent's Office of the Shrewsbury School Department at 100 Maple Avenue, Shrewsbury, MA 01545 or by calling 508-841-8400 to request a copy.

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